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VOCATIONAL EDUCATION AND THE COMPREHENSIVE HIGH SCHOOL--A CHALLENGE TO ADMINISTRATORS.

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THE ROLE OF THE HIGH SCHOOL PRINCIPAL IN MOVING VOCATIONAL EDUCATION FROM A "STATUS QUO" POSITION TO ONE OF RIGHTFUL PARTNERSHIP WITH OTHER AREAS OF THE CURRICULUM IN THE COMPREHENSIVE HIGH SCHOOL IS A VITAL ONE. THE MOTION THAT HIGH SCHOOL IS FOR COLLEGE-BOUND STUDENTS GREATLY LIMITS THE OPPORTUNITIES OF YOUNG PEOPLE WHO DO NOT ATTEND COLLEGE, AND IF EDUCATION IS THE RIGHT OF ALL YOUTH, SOMETHING IS OUT OF BALANCE. IF THIS IMBALANCE IS TO BE IMPROVED, THE GENERAL IMAGE OF VOCATIONAL EDUCATION MUST BE IMPROVED. THIS IMAGE WITHIN ANY INDIVIDUAL HIGH SCHOOL CAN BE CHANGED BY THE PRINCIPAL'S LEADERSHIP AND ATTITUDE IN HIS INSISTENCE THAT VOCATIONAL EDUCATION DEVELOP A RIGHTFUL PLACE IN THE COMPLETE ORGANIZATION OF THE SCHOOL. THIS CHANGE WILL CAUSE BOTH INTERNAL AND EXTERNAL CONFLICTS WHICH WILL REQUIRE MORE OF THE PRINCIPAL THAN NOMINAL LEADERSHIP AS HIS ACTUAL LEADERSHIP MAY BE CHALLENGED. THE JOB WILL CONSIST OF CHANGING THE ATTITUDES OF THE ADMINISTRATOR HIMSELF, THE ENTIRE FACULTY, THE COMMUNITY, AND THE STUDENTS. SUGGESTIONS AND GUIDELINES ARE OFFERED TO THE PRINCIPAL FOR CHANGING ATTITUDES AND ADMINISTERING THE PROGRAM. THE ATTITUDE OF THE PRINCIPAL, HIS RELATIONSHIP WITH THE COMMUNITY, AND ABILITY TO ENLIST HELP FROM ALL AVAILABLE SOURCES ARE REAL AIDS TO THE SUCCESSFUL DEVELOPMENT OF VOCATIONAL PROGRAMS. HE MUST ASSUME THE LEADERSHIP, BUT HE CANNOT CARRY THE PROBLEMS ALONE. HE WILL HAVE TO WELCOME EVERY SOURCE OF HELP IN PROMOTING A STRONG IMAGE OF THE VOCATIONAL PROGRAM, SELECTING PROPER PERSONNEL, IMPLEMENTING THE PROGRAM, AND CONDUCTING ONGOING EVALUATIONS. (MM)

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VOCATIONAL EDUCATION
&
THE COMPREHENSIVE HIGH SCHOOL:

A Challenge to Administrators

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

In the pages which follow an attempt is made to offer some suggestions relative to vocational education in a comprehensive high school, and several questions are set forth.

Answers to many of the questions may not be determined easily, and some of the suggestions may stimulate additional questions. However, it is hoped that both sets of questions, those posed by the writer and those developed by the reader, will encourage productive thinking regarding the status and administration of vocational education in a comprehensive high school.

TO THE PRESENT

Much has been written about the high school of the United States of America as an open expression of the belief of a people in the worth of the individual, as an important means for realizing its dream of education for all, and as the vital instrument for the preservation of its ideals and the transmission of its culture from one generation to another. From its limited beginnings as a preparatory school for higher education, its growth has been sporadic and without specifically established total goals.

However, by 1913, a Commission on Reorganization of Secondary Education was established by the National Education Association, and the outcome of the work of the commission was the statement of the Cardinal Principles of Secondary Education in 1918. These principles developed a list of objectives which were to be the concern of each high school in educating individuals. They included: (1) Health, (2) Command of fundamental processes, (3) Worthy home membership, (4) Vocation, (5) Citizenship, (6) Worthy use of leisure, and (7) Ethical character.[1] This was perhaps the beginning of more concrete thinking by educators in regard to general education and vocational education in the American high school, as each of these principles is related either directly or indirectly to vocational education.

Other commissions and groups from the National Education Association stamped their influence upon the goals and scope of secondary

education until, by 1959, it became well accepted that the American high school must be comprehensive because of its indigenous nature and the legal responsibility placed upon it by state laws to educate all youth regardless of their vocational goals.[2]

The American Association of School Administrator's publication, Imperatives in Education, points again to the need for vocational education and calls for the regional high school to make possible the achievement of the vocational goals of its graduates.[3] Dr. Conant in his latest book, The Comprehensive High School, establishes the position that vocational education should be included in the curricula of the comprehensive high school, not only because of its value to the individual but, more importantly, because of its value to the ideals of American democracy.[4]

All of the above suggests that the comprehensive high school must have in its established curricula a broad program of vocational education. The term broad program is used because it should be noted here that vocational education was not in the past completely ignored. Many large school systems developed separate and complete vocational schools; and, because of the Smith-Hughes Act of 1917 and subsequent federal legislation, many comprehensive high schools did establish vocational programs in agriculture, home economics, and varied programs in trade and industrial education and distributive education.[5] However, because of the specialization of the vocational school and because of the outside regulations of

the programs in comprehensive high schools, supported as they were by federal legislation, there was little imagination or creativity in the administration of vocational education even within these schools. The programs in these institutions were almost self-administered; and, unfortunately, business education was not included in the aspect of vocational education. Thus, the comprehensive high school continued to be primarily a college preparatory school, and the areas of vocational education remained quite narrow.

Over the past fifty years there has developed a general literature relating to the American high school; but in these writings, with a few exceptions, there is little mention of vocational education and its place in the school, much less mention of the administration of this type of program specifically in the comprehensive high school. This negligence is perhaps because of the American idea that every child has the right to and should receive a college education, or perhaps it is because most superintendents, high school principals and instructors of school administration remembered only that they went to college and forgot that the majority of their high school classmates immediately entered some other phase of the world of work.

Although not admitted by many people, four other factors could have played their part in the fact that high school programs and the literature related to their administration are oriented toward college admission.

These four factors are:

1. Fear of programs in vocational education because of many problems and results that cannot be anticipated.

2. The attitude of the majority of teachers who themselves, as products of a college program, place great stress on college preparatory work, prestige, and the established traditional procedures, materials, and goals.

3. Vocal groups within local and national power structures do not understand vocational education.

4. The need for large sums of money to provide adequate financing of all of the phases of vocational education.

The acceptance, in theory, of the long-ago stated Cardinal Principles and the failure, in fact, to provide the kind of *comprehensive high* school program that would carry out those ideals, along with the growing awareness by the public of the need for vocational education and the enactment of federal legislation such as the Vocational Education Act of 1963, make it desirable to define "comprehensive high school" and "vocational education" in the current situation.

Vocational education is that part of the program of instruction which provides skill and knowledge related to successful entry into a specific employment opportunity, and a comprehensive high school is a public high school that is expected to provide education for all the youth living in a town, city or district.[7] From these two definitions, it would seem that administrators concerned with true vocational education, as it should be considered within the comprehensive high school, must admit that

there is need of much study, planning, action, and evaluation. The claim of Dr. Gordon Swanson that the comprehensive high school is "*in a position to make a crucial contribution to education for work,*" but "*has not risen to the magnitude of the challenge, although it is in one of the best positions to do so*"[8] emphasizes the need for concentration on administration of vocational education programs.

PROBLEMS AND REALITIES

It is still quite generally assumed that the American comprehensive high school has as its primary objective the needs of the students who are college bound, even though large numbers of youth who enroll in high school do not complete its requirements and do drop out, while another segment, however acceptably prepared, does not attend a college or university. This notion that high school is for college-bound students greatly limits the opportunities of the many young people who, for one reason or another, forego the opportunities of attending college. This suggests that something is out of balance.

Remedial programs sponsored by the federal government in the form of the Job Corps and poverty programs also point out the need for a change in the curriculum of the comprehensive high school. However, these problems in isolation do not make a complete case for the inclusion of vocational education on an equal footing with academic areas in the comprehensive high school.

At the present time Americans are doing a great deal of talking about vocational education. The topic has been brought into prominence by writers of national importance outside the field of education,[9] by a presidential commission and its report,[10] and by individuals who see it as a possible remedy for all of the problems that bedevil youth in a highly specialized and affluent society. Vocational education must be seen in

its relationship to the individual directly and society generally or indirectly. A justification for improved or new programs of vocational education is based on each individual's right to a complete education, on the responsibility of our society through government and public education to provide such instruction, and the responsibility to strengthen our nation and its economy through vocational education as a reclamation of human resources.[11]

Each individual adequately schooled in terms of his individual ability and properly stimulated to reach a high level of motivation in line with his capacities will make his worthwhile contribution to society and to the basic economic strength of our free enterprise system.

John Gardner's broad concept of excellence can certainly be used as a rationale for vocational education within our high schools. His pluralistic approach in which many kinds of excellence exist and in which individual fulfillment is honored[12] should certainly be a convincing argument in favor of vocational education.

Vocational education must help the young person who is not going to college to succeed in his next educational step and to find a constructive place in society, just as an academic curriculum serves the youth who goes to college.[13] This is not to say that vocational education should come to dominate the comprehensive high school any more than the college preparatory program should do so. A balance must be achieved, and per-

haps this is best pointed out by Conant.

> *Vocational education is not offered in lieu of general academic education, but grows out of it, supplementing and enhancing it. Vocational education is an integral part of the total education program and requires aptitudes that students at the lowest academic level do not have. Slow readers, for example, are not able to benefit from regular vocational programs.*[14]

If the above is considered justifiable in regard to the place of the vocational program in the American secondary school, then the general image of vocational education must be improved. This image within any individual high school can be changed by the principal's leadership and attitude in his insistance that vocational education develop a rightful place in the complete organization of the school. It must develop from within the school, whether it is a sincere concept of educating all students or for some other reason less altruistic. Whatever the case, the principal is the key person.

LEADERSHIP OR MANAGEMENT

The generally accepted ideas of leadership which are related to guiding, directing, and conducting may have been all that were necessary for the high school principal of a few years ago, but the complexities of a modern society in a modern technological setting make it imperative that leadership go beyond the ordinary. Perhaps Selznick describes this most aptly when he states: *"The executive becomes a statesman as he makes the transition from administrative management to institutional leadership."*

A strong vocational program in any comprehensive high school emphasizes the absolute necessity for institutional leadership, not just management. It is relatively simple to maintain a management schedule. In fact, a management schedule implies little, if any, change in scope or program and certainly no change in institutional goals. The administration of vocational education needs much more than administration through a management schedule; it needs an administration formulated on the basic concepts of sound institutional leadership coupled with the recognition of a concept that the pluralism of modern America requires vocational education to be a full-time partner in the total educational enterprise.

There is no doubt that leadership has much influence on the behavior of groups, but a nominal leader does not make for leadership. The high school principal may find his actual, as contrasted to nominal, leadership challenged when he attempts to institute the concept of vocational

education as a full-time partner in the total curricular structure of the school. This change, instituted internally, will have external developments which have no established precedents.[16]

Change, simply because it is change, will initiate internal conflicts within the organization of the school. The principal will then find that he must reconcile internal changes and conflicts of the school with the external pressures and conflicts impinging upon the school;[17] but perhaps this is good, for conflict will stimulate innovation.[18]

Conflict and the resulting innovation will test the leadership qualities of the principal. He must achieve a position of respect in levels above the specific school in which he is principal, and he must understand and use two major principles relative to the change process:

1. *Communication within the school and within the total school district must be two-way.*

2. *Role differences in the school and within the total school district create resistance to change and impair group problem-solving.*[19]

The high school principal must, in exerting a role of leadership, set about ordering the internal conflicts.[20] This specific point is made because of the nature of conflict between proponents of the college-bound curriculum and the vocational curriculum, a conflict which is stimulated both internally and externally; but a conflict that can be minimized with modifications of attitudes.

CHANGING ATTITUDES

THE ADMINISTRATION

To move vocational education from a *status quo* position to one of rightful partnership with other areas of the curriculum requires an attitudinal change on the part of the principal. This change may be initiated by an external force such as the school board or citizen groups, or it may come from within as a simple questioning of what can be done to improve all areas of instruction and course offerings.

Perhaps the initial change in attitude with regard to the administrator's consideration of vocational education is the personal improvement of his general knowledge and understanding of vocational education. It becomes mandatory that the high school principal realign his system of values and carry the entire (not just vocational) faculty with him in this direction,[21] a process that is not easily done, as institutional behavior tends to be extremely rigid. However, once a determined effort is made by the principal to move in this direction, he can greatly influence all of the teachers in the recognition of their responsibility to students who are not college-bound.

Community attitudes can be changed in the same way by the leadership of the principal. Attitudes become contagious[22] and objective thinking about vocational education throughout the community can be developed. Once the image of vocational education has been established in a favor-

able light, the comprehensive high school can be well on its way to providing the type of program necessary to prepare some students for the world of work as well as others for their entrance into college. The school's philosophy is thus broadened and its value increased.

From this change in attitude a continual program of development will emerge which will be felt by every department of the school itself. All school personnel; students, teachers, counselors, department heads, supervisors, and administrators will be concerned with study and change, and the curriculum and physical plant of the entire school will be subjected to scrutiny and revamping. Once the decision to incorporate vocational education into a recognized position in the curriculum is made, Barlow offers some worthwhile suggestions and guidelines to the principal. These are:

1. *Examine his own attitude about vocational educational preparation as a part of the total program of education.*

2. *Study the contemporary program of vocational education so that he has a working knowledge of its practices, goals, and problems.*

3. *Have on his staff (or have access to) an expert in the field of vocational education; a person who understands the program of vocational education in the context of American education.*

4. *Make generous use of advisory committees representative of labor, management, education, and other groups as appropriate.*

5. *Assist professional groups in a study of the time and credit value system and work out a more equitable recognition of the inherent values of vocational education.*

6. *Examine the evidence that emphasized the necessity of providing many and varied programs of education so that all of the students may have the opportunity to participate in vocational education programs of their occupational interests.*

7. *Be sensitive to the potential values of work study programs and encourage their development under proper supervision.*

8. *Organize faculty groups to study certain problems in order that the school may have objective evidence upon which to base program development.*

9. *Select teachers who are master craftsmen in the sense of the degree of their competence in their field of teaching.*

10. *Promote and encourage continous study of the instructional process in vocational and technical education so that teachers are motivated to produce and use new ideas.*[23]

THE STUDENT

The intangible property of student attitudes is always most difficult to measure, but any objective observer would certainly perceive an attitude of detachment, or at least apathy, in those students who desire to participate in a program of vocational education and who find it is not available to them or not on the same level of school acceptance as that of academic subjects. This attitude is continually nurtured by the lipservice that is given to the worth of the individual in a democracy as it is contrasted with the actual make-up of instructional programs related to areas other than academic. There is an obvious unequal treatment of those considered equal in the ideal democratic society. When the principal can feel and understand this situation, he is able to change his attitude to-

ward vocational education. He then becomes the instrument of change in the attitude of the vocationally-oriented student.

A stimulation toward change in the attitude and philosophy of the school will make the most important group concerned with vocational education, the student, soon recognize and understand this redirection of attitude. No one really needs to inform them, as anyone who is a part of secondary education understands the interesting communication processes of adolescents. However, there must be some type of formal communication describing the new philosophy regarding vocational education. The students will sense the situation very quickly and begin to take advantage of the change by registering at the first opportunity for already established vocational courses or by asking for the creation of new ones. This transfer from the idea of the common mold for all students to one of working with individuals will create many reactions in the student body. Vocational students will become more aware of their importance as individuals in a society; although, coupled with this, is the importance of the fact that the academic student must not be made to feel that he is being cut back within his program or short-changed in his preparation for college.

Student attitude, with all its ambiguities, must be studied and evaluated at all stages in the development and stimulation of more productive vocational programs, while at the same time the college preparatory program is maintained and enhanced. A consistent effort must be made to

equate the attitudes regarding each type of curriculum, if there is to be functional democracy within the comprehensive high school.

ADMINISTERING THE PROGRAM

If the school is of sufficient size, perhaps 1,000 or more students, one assistant principal should be designated the director or coordinator of vocational education. In smaller schools, the principal must have access to the abilities of a competent administrator in the field of vocational education. In either case, this administrator must be trained for his position by experience and formal education. He must keep in close touch with the occupational fields for which the school offers training, and he must assume leadership in occupational activities, community affairs, and labor situations. He must initiate a system of advisory committees, one for each field of instruction. Membership in these committees must come from a broad spectrum of education, labor, and management. His belief in the field in which he is concerned must be obvious and used in the justification of the purposes of the program to the public and the school board. He must possess the background to know the characteristics of a sound program and have the courage and creativity to maintain and expand the program.[24] There must be an understanding in depth of all federal and state laws and regulations related to vocational education and the employment of youths.

Included within the administrative area is the upgrading of instruction, which means continual evaluation of the programs as well as an in-service training program for teachers. There should be in-service pro-

grams, at least with regard to the broad scope of vocational education, for all teachers in order to give them a better understanding of the way in which their subject matter areas contribute to and affect vocational education and to understand the broad field of vocational education itself.

The relationship between the administrator of the vocational program and all other personnel, both certificated and classified, in the school must be one of mutual respect; for without this essential, the program cannot be successful. The rightful place of vocational education can only be maintained in such an atmosphere.

PERSONNEL

TEACHING STAFF

The principal must develop a comprehensive framework in which there is concern for all the important aspects regarding the employment of all teaching personnel. This must include physical characteristics, intelligence, professional qualifications, academic and cultural background, and personal-social adjustments as they are judged best by the principal for his community, school and philosophy of education.[25] Additionally, teachers of vocational subjects must remain competent in their occupational field and sensitive to improvements and new techniques. It is desirable to secure teachers with mature judgment and leadership qualities and who have the respect and confidence of labor and management in their area of operation.[26]

In the matters of training and preparation for teaching and academic college majors, it will become necessary for a reassessment by the school district and perhaps by the state department of education as to the place of these items in the employment and certification of those individuals considered for employment as vocational teachers.

Although one cannot, under any circumstances, sacrifice those aspects of teacher training contributing to a strong cultural background, it is also expedient that current studies in industry, the trades, and other areas of work be a significant part of the training of a vocational teacher. Individual judgments regarding these matters must be considered with regard to the placement of the vocational teacher on the salary schedule and how he is to move along this schedule. The generally accepted programs for teachers of academic subjects cannot always apply in evaluating vocational teachers for competency within the total program.

GUIDANCE STAFF

While it is generally agreed that the most acceptable attitude toward guidance is that counselors should be trained to deal with the "whole person," there must be an effort made to obtain counselors who have an extensive understanding of the nature of occupational information and the realities of a world of work.[27] This is not an easy assignment, since the great majority of counselors are, by the very nature of their education and training, oriented toward the idea of helping the college-bound student

and referring other students to counselors in employment agencies or welfare groups.[28]

The counselor who is to work with students pursuing a course in vocational education must know more about occupational opportunities, the kinds of students for whom vocational education is appropriate, the instruments useful in the guidance of these students, the composition of vocational education courses in his own high school, the procedures for dealing with non-verbal students, and the post high school vocational experiences of the students.[29] To find such individuals might be, at the present time, an almost impossible task. If this be the case, an extensive program of in-service education for the present guidance personnel would have to be conducted in a very serious manner, using all of the available resources of the community, including higher education, labor groups, and employers, to insure its success. The specialized services of vocational education must be understood by all guidance personnel.

While leadership of the principal may establish the necessary prestige of vocational education within the high school, it will become dysfunctional leadership if counselors are unable to handle the vocational aspects of student guidance.

THE PROGRAM

CURRICULUM

Federal legislation makes it possible for almost any high school to

offer at least some vocational education, especially now, since the Vocational Education Act of 1963 includes the business occupations. It would seem that at least three, and perhaps four courses in the vocational area could be offered by any high school. These are business education, auto mechanics, basic electricity, and perhaps distributive education. From this small initial list within the high school there grows an almost endless group of vocational subjects for the large high school that is willing to work with advisory committees and within the framework of federal and state legislation. To make a complete list of courses which could be offered is impossible, as these vary from school to school and from time to time. Certain courses which are relevant to the local labor market today may be unacceptable tomorrow, although the basic courses in many fields will usually remain, especially if they are kept up to date.

It should be noted here that vocational education is not an isolated section within the high school building. Work experience is a vital part of vocational education and should be implemented in the program along with distributive education. Furthermore, it must be made very clear that vocational education does not begin and end within that high school building, for advantage must be taken of the elementary and junior high schools for attitudinal information and for recognition of potentialities and limitations for realistic planning. There will be much more training after the student enters the world of work, and a great deal of consideration must

be given to the post secondary vocational programs, such as community college, and how this splices into the high school curriculum.[30]

No matter what the vocational curriculum may hold for each student, it cannot be completely successful without the support and cooperation of the other areas of the school's curriculum and of the pre-high school preparation and post high school training opportunities.

PROGRAM SCHEDULING

In all areas of the secondary school there is a growing realization that the rigid six-period day is not the answer to many of the students' problems of learning. Another plan of scheduling should be considered for most programs, but particularly it must be devised for vocational education. The amount of time and concentration in certain subject areas should be determined by the needs of the vocational course and the ability of the individual student.[31] As a suggestion, a different kind of scheduling plan for vocational subjects, such as the "Trump Plan"[32] for more effective utilization of personnel and physical plant must be developed. For those schools where a computer is available, the work load will be lightened considerably, but in other schools it will be the responsibility of the vocational administrator, principal, and vocational teachers to devote themselves to this aspect. Larger time blocks of scheduling might give students a greater sense of responsibility in that they can complete a piece of work without being interrupted by a bell. Vocational education

must be concerned with competency, not with time and schedules.[33]

FACILITIES

In most high schools some provision is made for the business occupations; however, other vocational courses may not be in such a fortunate position. Distributive education and outside work programs can function with only an office and a classroom, but auto mechanics, electricity, and many other areas of vocational education will require special rooms and special equipment, sometimes quite expensive. Here the judgments of the teachers concerned and the administrators in charge of vocational education will have to be taken into account. One rule regarding this matter would seem logical; that the building of shop areas and the purchase of equipment be deferred until a program is established. A desirable program cannot be fitted to an unsatisfactory physical arrangement. If necessary, it would be more profitable to use temporary buildings or rented space and leased equipment while the program is in the developmental stage. Once a good, sound program is under way, there is time to consider the permanent establishment of physical facilities.

Federal monies can be of great assistance in buying the equipment and machines for vocational courses. It is the obligation of the principal, the director of vocational education, and the teachers to see that these items are of the very best quality and the latest design. It does not contribute to the education of a student to perform work on the engine of a

1937 Hudson, then be employed somewhere that has not had one of these around for twenty years.

The principal should be aware of the fact that in the field of auto mechanics the manufacturers are most cooperative in providing the latest engines, transmissions, and other parts to high schools for use in their vocational programs. Similarly, other manufacturers are becoming vitally interested in the field of vocational education. Included among them are representatives from data processing, electronics, and communication. Up-to-date equipment and instruction in modern techniques are essential to the appropriate training of a student for entry levels into industry or the trades.

Although not considered equipment, library facilities and resource centers are extremely important to a good vocational education program. If the school has a central library, there should be located within it current books regarding general and technical phases of vocational areas. Within each vocational area of the school there should be a resource center with all of the necessary manuals, codes, and other information pertinent to that area. Library and audio-visual services are vitally important auxiliary services to vocational education.

EVALUATION

In attempting to establish vocational education as an equal partner of the college preparatory program in a comprehensive high school, the

principal must have a continual program of evaluation. This evaluation must not only consider the internal school situations such as curriculum, the attitudes of the students and faculty, and a determination of how functional the program may be; but it must also include the external realities of the community and the nation.

Some suggested general methods of evaluation might be:

1. the observation of students in order to determine the progress being made toward achieving desirable results in relation to both learning and attitude;
2. formal testing of students;
3. casual and structured interviews with students and faculty members;
4. honest discussions with advisory committee members, both individually and in groups;
5. a study of drop-outs from specific courses and school drop-outs;
6. casual and structured interviews with labor representatives, employment office personnel, and employers;
7. an analysis of feedback from parents and outside observers of the school.

This is by no means a complete list and the descerning principal of a specific comprehensive high school could probably identify other evaluation practices.

Regardless of what techniques of evaluation are used, the principal must be the central figure in the development of processes and design in

the matter of gathering data and in the synthesis or analysis of such data.

SUMMARY

The attitude of the principal, his relationship with the community, and an ability to enlist help from all available sources are real aids to the successful development of vocational programs. However, a principal cannot take the place of a planning group that must be responsible for the training of manpower. He must assume a role of leadership in the planning group along with others, but he cannot carry the problems alone.[34] A realization of this can be of great value in promoting a strong image of the vocational education program, in selecting proper personnel, in implementing the mechanics of the program within his school, and in the ongoing evaluations. He will have to welcome and take advantage of every source of help.

The administrator of a comprehensive high school must seek concrete and incisive answers in establishing an effective vocational education program within the school. He will find some of these, but he will also find that there are many unanswered questions and many untouched areas.

EPILOG:

SOME UNANSWERED QUESTIONS

Thus far an attempt has been made to provide some general suggestions regarding the administration of vocational education within a comprehensive high school. However, this is a very small base on which to build a model of thinking about vocational education. There are still many unanswered questions that are both broad and specific.

When the citizens of a school district accept an academic, college-bound curriculum, rarely is attention given to two very important questions: Where do the values of this curriculum originate and how do the graduates of such a curriculum contribute specifically to the local area? These two questions bring up others: Why, then are these two questions always applied to vocational education? Will the community accept the fact that vocational education may cause successful students to leave the community? Will the community accept national ideals and goals for vocational education as it has for college preparatory education? If the high school is a preparatory school for college--a step in an individual education for college admission--why isn't vocational education considered a preparatory step to an entry level into a vocation where more education must also take place?

In the case of the principal, he must do some deep soul-searching. Of prime importance is his answering honestly the many questions which

enter his mind regarding his personal attitudes and values toward vocational education. If he has become throughly convinced of the importance of vocational education, and the school's responsibility to provide that training, can he make it function? Will his school board accept vocational education as a complete program? Can he work with the community? Can he get the necessary personnel for a proper program? Does he understand dynamic changes and use them to the advantage of a vocational education program? Will his academic staff accept the rightful place of vocational education in the curriculum? Will it be necessary for him to take further training, and, at what personal sacrifice? Can the school program be compressed so that all of the necessary courses will fit the physical plant and time schedule? Will he be able to cope with new situations that will arise with parents and students? These are but a few of the questions that must be considered with regard to the administration of a vocational education program in a comprehensive high school. Some of them are related only to community situations, while others are part of a national puzzle.

The growing tensions in the nation which reveal themselves in racial unrest, unemployment, welfare rolls, and increasing crime rate seem to demand that vocational education become an equal partner with college preparatory education in the comprehensive high school. Most individuals and communities accept vocational education in some form,

but as yet do not accept the idea of a partnership. Thus, regardless of the many ideas, suggestions, and questions raised above, when will this partnership come about? Will it take several incidents of shocking proportions and the wasting of countless valuable human resources before this vital part of the curriculum, vocational education, is fully implemented in the public schools?

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